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temples showing where statues, friezes, and metopes were located. Next we studied the Olympic games, together with the town Olympia and the surrounding natural scenery and sacred groves.

At the close of every lesson a few review questions were written on the blackboard, which each child answered on paper with pen and ink. Careful attention was given to the spelling.

OUTLINE FOR FEBRUARY.

History.—Growth of government of Athens. In what respects does the government of ancient Athens differ from ours? The civic beauty of Athens. It was the natural outgrowth of the life and character of the people. Sparta, its homes and architecture, and the daily life of its people. In each detail compare Athens and Sparta.

Science.—Climate; evaporation, condensation; formation of clouds; cause of rainfall.

Geography.—Causes for unequal distribution of rainfall. Location and products of regions of heavy rainfall. Location and causes of deserts; their products. Detail study of geography of Greece; modeling relief maps with crayon on the blackboard; modeling the relief in sand and in water colors on drawing paper.

Mathematics.—Measurement, in degrees, of distances east and west, and calculation of difference in time between Chicago and each country studied. International date line. Why was it possible for us to read in the newspaper at 7 A. M. that Li Hung Chang had died at 11 A. M. the same morning? Why was it possible for us to learn on Saturday, April 30, that Dewey had taken Manila May 1? Other problems in longitude and time that grow out of, or are suggested by, the work in geography or history. Standard time.

Spelling and writing.—Some writing is necessary in almost every lesson. The spelling is carefully watched; as a subject is developed, new words are written on the blackboard.

Physical training.—(See fifth grade.)

SEVENTH GRADE.

VIOLA DERATT.

OUTLINE FOR JANUARY AND FEBRUARY.

History.—The work of bookbinding begins this month. The first attempt will be made on some book, out of repair, which the children find at home, or on magazines which they desire to bind. Designs for the covers are to be original and in keeping with the contents of the book. Since the designs drawn by the children will doubtless be suggested by those of the common books with which they are most familiar, it may be desirable to

show them many examples of a better art. If good arrangements can be made, the class will visit a bookbindery, and museums in which are manuscript books of the Middle Ages.

The process of book-making leads to a consideration of the effort of civilization to produce the book. This study may properly begin at the "scriptorium" of a monastery, for an understanding of which the complete life of the monastery must be seen; and this involves the whole state of mediæval society. The matter may be put very simply: How did children study in the days before printing? How did grown people study? What did they have to learn? The library of a monastery; how many and what kind of books did it contain? The time and labor devoted to making a book. Motive of the monks in transcribing. Compare these books with ours in workmanship and quantity. Picture a day of monastic life. The ignorance among the laity concerning books: Why? Knowledge of science; astrology, alchemy, geography, medicine.

The questions arising from bookbinding are best taken up when the handwork is fairly under way. In the meantime, a study of the feudal estate is being made: the castle as a place of residence and defense; the relations of lord, vassal, and serf; the abbey considered as a fief; the social life within the castle. The story of the first and third crusades will be told. The children will write tales of the Middle Ages with a view to printing and binding them later.

REFERENCES: Michaud, *The Crusades*; Lacroix, *Middle Ages*; Bulfinch, *Age of Chivalry*; Oman, *Art of War in the Middle Ages*; Guizot, *History of France*, Vol. I; Lacombe, *Arms and Armour in Antiquity and the Middle Ages*; Viollet-le-Duc, *Annals of a Fortress*; Church, *Life of Anselm*; Draper, *Intellectual Development of Europe*; Gautier, *Chivalry*; Ashton, *Romances of Chivalry*.

Literature.—Selections from *Ivanhoe* and *Talisman*, "The Holy Grail," *Percy's Reliques*.

List for home reading: Lanier, *The Boy's Percy*; *The Boy's Froissart*; *King Arthur*; *Nightly Legends*; Pyle, *Men of Iron*; *Robin Hood*; Stockton, *Story of Viteau*.

Geography.—As the work in geography is that for which the history makes a demand, an opportunity is given here to study the world along the course of discovery and exploration.

The first step will be a study of the northern slope of the Alps as a place of habitation. The feudal divisions of France and Germany will be examined and accounted for as far as they rest on geographical considerations. Climate and products, commerce, routes of trade, location of cities, trade regulations, will be discussed. The routes to the East are shown in the itineraries of the pilgrims on the way to the Holy Land and the routes taken by the crusaders. A study of the articles of exchange between the West and the East will be made, and modes of transportation shown.

One event of present interest which will also receive attention is the

Nicaragua canal. This belongs to the old history of the demand for a decreased distance between East and West.

REFERENCES: Cunningham, *Development of English Commerce*; Freeman, *Historical Geography of Europe*; Zimmern, *The Hanse Towns*; Lewis, *History of Germany*; Bonwick, *Romance of the Wool Trade*.

German.—An addition to the literature outlined above will take the form of mediæval German tales and selections from histories of the crusades.

Nature study.—Records of daily observations on temperature, barometer, winds, moisture, clouds, and sun will be kept. The instruments used for measurements will be examined and experiments made to show the principle on which they work. The experiments showing air pressure will be followed by a study of breathing: the physiological structure and mechanical action of the breathing apparatus; the difference between "good" and "bad" air; the necessity of ventilation.

Number.—The work in percentage commenced last quarter will be completed. In connection with the plan outlined in history and geography, statistics will be gathered and the relative cost of land and water transportation ascertained.

Physical training (Carl J. Kroh).—For January: Fundamental gymnastics: Analysis of action forms, representative of games and sports; practice of foundation movements in characteristic postures and actions. Study of the Discobulus. Use of hand apparatus. Apparatus gymnastics: Practice of length vaults over vaulting boxes and bucks (regulation of distance and height). Forms of triple jumps, as hop, step, and jump; mat exercises: "circling" forward, backward, sideward (start, landing). Girls: Repetition of dancing tactics and balancing exercises on balancing beams.

Practice of games and plays (see outlines of department of physical training). Special team practice (extra): battle, volley, and basket ball.

For February: Regular practice order, daily class-room practice, ten minutes, directed by students. General practice order, gymnasium: development of representative action, constructive "series" of exercises; practice of forms of racing starts in connection with modes of jumping, as mass exercises—rhythmic recurring action for moderate endurance. Apparatus gymnastics: ropes and poles, "school gymnastics," emphasis of form in execution; comparison of height records. Vaulting apparatus: repetition of vaulting exercises, preceded by single (leg) "fore" and "back" swings; simple high front, flank, and back vaults, in connection with facings—cultivation of elasticity and dexterity, force. Repetition of vaulting exercises on low parallel bars, preceded by balance-swinging in stem-support positions. Practice of depth jumps with accompanying body movements during flight. Games: indoor—choice of games of past quarter. Outdoor: brisk marches, including short runs, to lake front and return, 2-4 miles; timing of distances.